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ABSTRACT

During 1978-79, the third year of the three-district Cooperative Project in American Indian Development, three of six objectives were met and three partially fulfilled. On a $58,425 budget, planners successfully increased Indian parents' involvement in the project and conducted two pilot studies. The first, to research the dropout rate of Saginaw American Indians, revealed that 2.94% of American Indian secondary students dropped out, compared with 7.46% overall. The second study, to evaluate the performance of Saginaw Indian students in grades 4, 7, and 10 on the Michigan Educational Assessment Program indicated superior achievement in the early grades, but slight inferiority in grade 10, compared to all students tested. Project planners also successfully conducted 11 Indian Cultural Enrichment sessions for 71 students. Although this represented an increase of 20 over the last year, fewer new students than expected were involved. Objectives concerning improvement and finalization of three Indian curriculum packages were partially met. The grade 6-8 curriculum was not completely updated, but the quality of the finalized K-2 and 3-5 packages was improved. Two planned related inservice sessions were held, but with unfinalized materials. Evaluators recommended closer supervision of home liaison activities and improved cultural enrichment activities. (SB)

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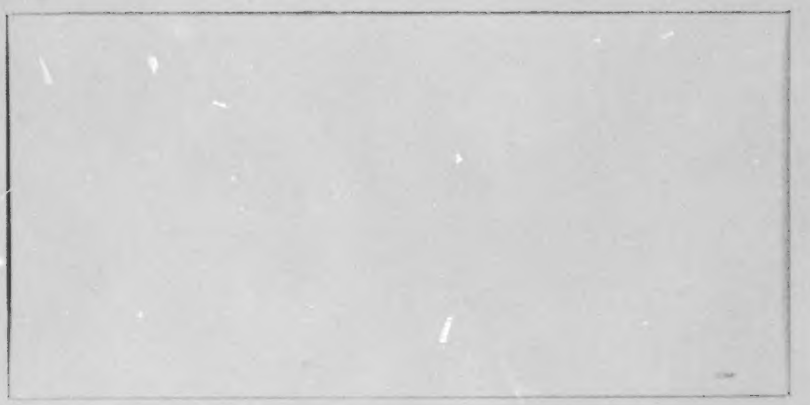

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Saginaw Public Schools

Saginaw, Michigan

RC 011738

COOPERATIVE PROJECT IN AMERICAN INDIAN DEVELOPMENT

PRODUCT EVALUATION REPORT

TITLE IV, PART A

1978-79

This report was prepared with valuable assistance from Richard N. Claus

An Approved Report of the

DEPARTMENT OF ADMINISTRATION AND PERSONNEL

Barry E. Quimper, Director
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Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

August, 1979

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Background Information and Project Description

This was the third year of the Cooperative Project in American Development funded through the U. S. Office of Education--Indian Education, Title IV, Part A. The program has been a cooperative effort between three districts--the City of Saginaw, Bridgeport, and Birch Run--of which the City of Saginaw has acted as the Local Educational Agency (LEA) of record. The program has been administered by the Saginaw Intermediate School District. The project year started on July 1, 1978, and extended to June 30, 1979. The project level of funding was $58,425 (Saginaw $26,580; Bridgeport $19,809; and Birch Run $12,036). An evaluation report concerning the 1978 Summer Indian Program (August 7--August 11, 1978) is available from the Department of Evaluation, Testing and Research of the School District of the City of Saginaw.

This report deals with the regular school year activities (August 11, 1978--June 30, 1979) of the cooperative project. This portion of the project centered upon four goal areas. The first goal area involved conducting and increasing participation in the "Indian Cultural Enrichment Sessions." These sessions involved Indian students in special activities such as bead work, Indian food preparation, making American Indian dress, dance, viewing American Indian related films, and basketry. The proposed "Indian Cultural Enrichment Sessions" had the following two related objectives.

1. At least 80% of Indian students who attend at least five sessions will either (for beginners) complete all five of the following: construct an article of Indian clothing, learn an Indian dance, sample Indian food, construct a basket or bead project, and view an American Indian related film or (for advanced students) complete at least three special interest activities, e.g., flagmaking.

2. The Home Liaison Specialist will involve at least seven new children in grades K-7 from each district in at least five Cultural Enrichment Sessions.

The second goal was to complete the three Indian related curriculum packages and disseminating them to the three participating school districts. To accomplish this goal, the following objectives were proposed.

3. The finalized American Indian Curriculum will be completed by February 1, 1979, and when reviewed by a panel using the Curriculum Quality Rating Scale; the curriculum will receive an improved rating over its initial 1976-77 ratings.

4. At least two inservice sessions over the finalized curriculum packages will be completed by May 1, 1979.

The third goal was to increase the involvement of Indian parents. The objective related to this goal follows.

5. The Home School Liaison will make at least 30 parental contacts in each district by May 31, 1979.

The fourth goal was to conduct two pilot studies into the American Indian Dropout Rate and the performance of fourth

and seventh grade Saginaw American Indian students on the Michigan Educational Assessment Program. The related objective is stated below.

6. The results of the dropout and performance on MEAP will be discussed in the final evaluation report.

Evaluation Procedures

This evaluation report focuses on the six objectives discussed under the four goal areas in the preceding section (see Appendix A for the proposal version of these objectives). The reader should note that an evaluation report detailing the results of the 1978 summer school program is available from the Evaluation, Testing and Research Department.

Several methods were used to obtain data on the objectives. The bulk of the data were submitted by the Project Supervisor and/or Home Liaison Specialist in the form of attendance sheets, press releases, inservice agendas, log of home visits, etc. Additional data were gathered by the evaluator through the attendance at meetings and communications with the supervisor. As mentioned earlier, a locally developed Curriculum Quality Rating Scale (see Appendix A) was used by evaluators and a curriculum specialist to rate the updated version of the curriculum packages mentioned in Objective 3 and the resulting ratings then were compared with the ratings on the same instrument as found in the 1976-77 Cooperative Project in Native American Development Product Evaluation Report. Data for

Objective 6 were obtained from the dropout and Michigan Educational Assessment Program (MEAP) studies, compiled by the Saginaw Public Schools.

Presentation and Analysis of Data: Product

How much progress did the Cooperative Project in American Indian Development make this year in meeting its six objectives? The data presented in this section should provide an answer to the above question.

Following the presentation of this data, a summary of the results by objective will be offered.

Objective 1--American Indian Projects. Eleven Indian cultural enrichment experiences were held (on November 15, December 13, 1978; January 24, February 14 and 28, March 14 and 28, April 11 and 25, and May 9 and 12, 1979). Records seem to suggest that at least 31 different small group class sessions were held with the help of six local Indian instructors/ resource people. Projects constructed during these sessions include basketry, cooking, leather working, dance, and film participation for the beginners; and advanced basketry, shields, and flag for the advanced group. During the course of the eleven classes a total of 71 students were involved, which is a considerable increase from last year when 51 students and adults participated. A total of 205 projects were completed by 38 participating students. Thirty-one students attended five or more sessions and of these, 28 students (90.3%) completed

the required number of beginner and/or advanced projects. Thus the data indicate that Objective 1 was attained.

Objective 2--Involvement of New Children in Cultural Enrichment Sessions. As mentioned above, an increase in the number of students attending the Cultural Enrichment Sessions was observed over last year. The criteria relating to this objective stated that at least seven new children from each district would attend at least five Cultural Enrichment Sessions. The chart below presents the data relating to this objective.

District	Number of New Students	Number of New Students Attending At Least Five Sessions	Criteria Attained
Saginaw	15	12	Yes
Bridgeport	9	2	No
Birch Run	9	6	No

The data indicate that the efforts of the Home Liaison Specialist were successful in Saginaw in attaining and surpassing the criteria of seven new students attending five or more sessions. The criteria was not attained in Bridgeport and Birch Run with two and six students repectively attending five or more of the enrichment sessions. Thus Objective 2 was partially attained.

To determine how program participants felt about the cultural enrichment experiences, the Cultural Awareness Enrichment Program: Evaluation Form (see Appendix E) was administered to program participants during the final cultural enrichment

experience. A total of 27 individuals (12 parents and 15 students) responded to the three questions and commented. The following chart presents these results.

1. Rate the following aspects of the program listed below by circling the number (1 = POOR to 4 = EXCELLENT), that best describes each listed part of the program.

	Poor 1	2	3	Excellent 4
Dance			3.44 x	
Basketry				3.62 x
Bead Work				3.62 x
Leather Work			3.56 x	
Indian Cooking				3.92 x

2. Was enough information given about each project to gain knowledge in the American Indian culture relating to it?

	Yes #	Yes %	No #	No %
Dance	22	100.0	0	0.0
Basketry	26	96.0	1	4.0
Bead Work	27	100.0	0	0.0
Leather Work	27	100.0	0	0.0
Indian Cooking	27	100.0	0	0.0

3. Would you recommend each project to other American Indian groups in other regions and states?

	Yes #	Yes %	No #	No %
Dance	21	100.0	0	0.0
Basketry	25	96.0	1	4.0
Bead Work	26	96.0	1	4.0
Leather Work	26	96.0	1	4.0
Indian Cooking	26	96.0	1	4.0

4. Number — Comments

Number	Comments
7	Enjoyed the classes; excellent program.
4	More information on dances relating to reasons and kinds.
3	More classes on dress.
2	Indian cooking sessions were enjoyable.
1	Find an appropriate means to encourage more participation in the dances.
1	I know a lot more now.
1	Most projects were made for adults and needed too much time to make.
1	Children projects were well presented and enjoyable.

The above results seem to indicate that most program participants view the cultural enrichment experiences positively.

Objective 3--Finalized American Indian Curriculum will Evidence Improved Quality Ratings. Project leadership was unable to meet the February 1, 1979, deadline for submittal of the finalized curriculum mainly due to difficulties in securing services of parents, teachers and consultants (see Appendix A for a series of memos that describe the problems in more detail). A version of the grade K-2 and 3-5 curriculum packages (see Appendix B) were received in the latter part of July. The grade 6-8 version of the updated curriculum was not received as of August 13, 1979.

During July and August, 1979, three evaluators and a curriculum specialist evaluated the quality of the elements and general package formats of the K-2 and 3-5 curriculums using the Curriculum Quality Rating Scale (see Appendix C). A four point rating scale (1 = poor, 2 = fair, 3 = good, and 4 = excellent) was used to evaluate the three curriculum

packages. A similar team of persons using the same scale evaluated the original curriculum packages during the Summer of 1977. The 1977 average ratings will serve as the standard that the updated curriculum packages must surpass. The raters, like those of the 1977 team, did not always agree but brought approximately the same varied perspectives to the evaluation task. The results of the 1978-79 curriculum survey follow and include the average ratings for 1978-79 and 1976-77 plus the resulting difference in ratings. Also included are the curriculum evaluators' comments for each grade span package. The numbers after each comment signified the number of evaluators making a similar comment during the 1978-79 survey and the asterisk indicates that a similar comment was made during the 1976-77 survey.

1. Objectives are clearly stated in measurable terms.

Grade Span	Average Rating 1978-79	1976-77	Difference
K-2	3.00	2.75	.25
3-5	3.00	2.00	1.00

K-2

- Objectives should include the behaviors to be observed. (2)

3-5

- Objectives should include the behaviors to be observed. (2)

2. Objectives specify expected proficiency levels (criteria).

Grade Span	Average Rating 1978-79	1976-77	Difference
K-2	2.75	2.25	.25
3-5	3.00	1.75	1.25

K-2

- Objectives for the most part do not state expected proficiency levels.*
- Objective K.3 is weak in terms of its evaluation because only Indian music is presented to pupils and thus no real discrimination is requested. (2)
- Some objectives are not discriminating or sufficiently specific.

3-5

- Objectives for the most part do not state expected proficiency levels. (2)*

3. Activities are linked to the attainment of objectives.

Grade Span	Average Rating 1978-79	1976-77	Difference
K-2	3.25	2.75	.50
3-5	4.00	3.25	.75

K-2

- Activities needed to be explained in more detail in some cases (e.g., titles of tapes and movies, how do activities in objective 1.2 relate to the attainment of that objective). (3)
- Do video tapes of the snake dance exist for objective 1.3? If so, what are the titles, catalog numbers, etc.?

*Similar comment made on 1976-77 survey.

3-5

- This unit or set of units was well explicated in terms of activities and procedures. It named films, books, recipes, etc.; ... a real help to teachers.

4. Activities and materials are suited to the age group.

Grade Span	Average Rating 1978-79	1976-77	Difference
K-2	3.50	2.00	1.50
3-5	3.50	3.00	.50

K-2

- Objective K.1 is too easy because most kindergarteners know this upon entry and no new information is added.

3-5

- Good but the activities for objective 3.4 could be more detailed in terms of what the specific learnings could be.

5. Materials, activities, and procedures are arranged and presented in a way which facilitate teacher use.

Grade Span	Average Rating 1978-79	1976-77	Difference
K-2	3.00	3.00	.00
3-5	3.50	3.25	.25

K-2

- Too general--chronological presentations would be helpful.
- Generally good, but this area could be described in more detail.

3-5

- Some of the activities had very detailed information and instructions which were good. However, the activities themselves should be highlighted in some way, like numbering them and underlining the key descriptor words and then have the details follow or be placed to the side for easier teacher use.

6. Materials (e.g., readings, films, and tapes) are explicitly delineated for each objective.

	Average Ratings		
Grade Span	1978-79	1976-77	Difference
K-2	2.75	3.25	-.50
3-5	4.00	3.25	.75

K-2

- Descriptors of materials are too general and maybe of little value to staff members unfamiliar to available resources (e.g., see objectives K.2, K.3, 1.2 and 1.3). (3)*

7. Sound student test items are provided for each objective.

	Average Ratings		
Grade Span	1978-79	1976-77	Difference
K-2	2.25	2.50	-.25
3-5	2.50	2.50	.00

K-2

- Test items were either incomplete or unsound.
- Most test items lack a specific question to be asked and keyed answers to that question.
- With the exception of objective K.3.

*Similar comment made during 1976-77 survey.

3-5

- Not all objectives have test items (e.g., 3.2) and some are much too easy to accurately assess stated mastery. (2)
- In some cases, a few more items per objective would aid in better measurement of mastery.

8. Objectives are sequenced such that they build upon each other where possible.

Grade Span	Average Ratings 1978-79	1976-77	Difference
K-2	4.00	2.25	1.75
3-5	3.25	2.75	.50

K-2

- In some cases, prerequisite skills do not seem to correlate to the objectives.

3-5

- Seems to be more parallel than hierarchical although upper level objectives are more complex and encompassing.

9. Curriculum provides for variety in presentations (e.g., audio visual, discussion, individual readings, etc.).

Grade Span	Average Ratings 1978-79	1976-77	Difference
K-2	4.00	3.50	.50
3-5	4.00	3.50	.50

10. Clear procedures for teachers are included with each objective.

Grade Span	Average Ratings 1978-79	1976-77	Difference
K-2	2.75	2.50	.25
3-5	3.50	3.00	.50

K-2

- Procedures are not clear in all objectives. They need more detail. (2)

3-5

- With a couple of exceptions, particularly objective 3.4, the procedures are clear.

11. A usable teacher evaluation form is provided to evaluate the curriculum.

Grade Span	Average Ratings 1978-79	1976-77	Difference
K-2	2.00	4.00	-2.00
3-5	2.00	4.00	-2.00

K-2

- No form was attached or available for review. (2)
- Could use the evaluation form used in previous years or modify this evaluation instrument.

3-5

- No form was attached or available for review. (2)
- Could use the evaluation form used in previous years or modify this evaluation instrument.

12. A clear, philosophical and/or theoretical statement of the purpose of the curriculum is provided.

Grade Span	Average Ratings 1978-79	1976-77	Difference
K-2	1.25	1.33	-.08
3-5	1.25	1.33	-.08

K-2

- No such statement is included. (4)*
- Good goal statement but overall philosophy is missing.

3-5

- No such statement is included. (4)*

13. The procedures are classroom ready for use.

Grade Span	Average Ratings 1978-79	1976-77	Difference
K-2	2.50	2.75	-.25
3-5	3.25	3.00	.25

K-2

- Too general in some cases. (3)
- Procedures could be enhanced by additional details over some of the less self-explanatory materials.

3-5

- Too general in some cases. (1)

*Similar comment made during 1976-77 survey.

14. The cost figures for implementing the curriculum package for a class of 30 pupils seem reasonable.

Grade Span	Average Ratings 1978-79	1976-77	Difference
K-2	**	2.33	
3-5	**	2.67	

**No cost figures were provided with the curriculum packages.

15. Could you provide any comments or suggestions on how to improve and/or expand this curriculum package.

K-2

- Elaborate on activities and procedures to be used by teachers, but make sure that the activity stands out or is highlighted from the detail. (2)
- It is assumed that the resource section has the visuals needed by the teacher. Otherwise, I would want them provided, e.g., flannel board props, directions for tic-tac-toe, and instructions for making/using puppets. Might add suggestions for more active roles for learners.

3-5

- Presentation is somewhat inconsistent. For example, some sections are more complete than others.
- Fifth grade objectives are missing from packet. (2)
- In some cases, examples of test items are lacking.
- Overall good job and better than the units for the lower grade span. (2)
- Very well done.

The data presented above show the 1978-79 curriculum ratings improved over the 1976-77 curriculum ratings. In some cases, where isolated negative differences occurred, the curriculum unfortunately no longer addressed these issues (e.g., teacher evaluation instrument, cost estimates, and philosophical

statement). The K-2 curriculum was particularly weak in the areas of having materials delineated, test items provided, and clear procedures provided. The 3-5 curriculum lacked the grade five materials at the time of the review. Of the thirteen areas where like ratings could be compared, the K-2 curriculum showed seven improvement areas (53.8%) and six no improvement areas (46.2%) while the 3-5 curriculum showed ten improvement areas (76.9%) and three no improvement areas (23.1%).

Objective 4--Conduct Two Inservice Sessions Relating to Finalized Curriculum Materials. Two inservice sessions were conducted, but neither session described the curriculum materials developed by the project. The first session occurred on February 9, 1979, at Saginaw High School with six Saginaw staff members attending. The second occurred on May 5, 1979, at the Greenpoint Nature Center with two teachers from Bridgeport attending. Both sessions centered upon the filmstrip "Unlearning Indian Stereotypes." The reaction of the participants to the sessions was favorable. It was unfortunate that the curriculum materials were not developed enough to be presented. Since the inservice sessions did not focus upon the curriculum materials developed, objective four at best was only partially attained.

Objective 5--Home School Liaison Makes 30 Parental Contacts Per District. The Home School Liaison was busy this year contacting parents. The visits were for the following purposes: completion of OE506 form relating to American Indian

status; enlistment of parental support and input; explanation of Title IV; and provision of special support services such as dental, health care, glasses, emergency food, tutorial, etc. Records indicate the criterion of 30 parental contacts per district was attained, as evidenced by the chart below.

District	Number of Families Contacted
Saginaw	52
Bridgeport	31
Birch Run	32
	115

Objective 6--Complete Study of Dropouts and Performance on MEAP. The Evaluation, Testing and Research Department conducted the two pilot studies of Saginaw American Indians to provide baseline needs data in the areas of dropouts and academic performance. A total of five dropouts were found among the 170 secondary Saginaw American Indian students (or a dropout rate of 2.94%). Compared with the 7.46% dropout rate of the Saginaw's secondary students, the 2.94% is less than half of the system's dropout rate.

All students in Michigan are tested on the Michigan Educational Assessment (MEAP) Tests in reading and mathematics. Table 1, which follows, presents a comparison of these objective assessment results for American Indian students and total district students in grades 4, 7 and 10 in both subject areas.

TABLE 1. COMPARISON OF 1978-79 MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP) RESULTS FOR AMERICAN INDIAN STUDENTS IN SAGINAW SCHOOLS TO RESULTS FOR ALL SAGINAW STUDENTS, FALL, 1978.

Grade	Subject Area (Number of Objectives Tested)	American Indian Students		All Students	
		Number Tested	Average Number of Objectives Mastered	Number Tested	Average Number of Objectives Mastered
4	Reading (19)	18	15.2	1302	12.5
	Mathematics (33)	20	28.2	1302	26.6
7	Reading (20)	19	18.6	1163	13.4
	Mathematics (45)	19	31.7	1163	27.7
10	Reading (15)	11	7.5	1196	9.2
	Mathematics (40)	14	20.1	1184	22.1

As can be seen in Table 1 above, the number of American Indian students ranged from 11 to 20 while the number tested for the entire system ranged from 1163 to 1302. In terms of the average number of objectives mastered, the American Indian students surpassed the performance of all students in grades 4 and 7 for both subjects. At the tenth grade level, the American Indians averaged about 2.0 objectives less in both subject areas when compared with all tenth graders. Objective 5, therefore, was attained and will provide data for future program planning.

Summary

The chart below summarizes the attainment status and relevant comments for the six product objectives.

	Objective	Attained?	Comments
1	American Indian Projects	Yes	90.3% of students completed required number of projects
2	Involvement of New Children in Cultural Enrichment Sessions	Partial	One of three districts attained standard of 7 new children for at least 5 sessions
3	Finalized American Indian Curriculum Will Evidence Improved Quality Ratings	Partial	Two of the three curriculum packages were updated and overall received improved quality ratings
4	Conduct Two Inservice Sessions Relating Curriculum Materials	Partial	Two inservice sessions were held concerning "Indian Stereotypes" but did not include the finalized curriculum
5	Home School Liaison Makes 30 Parental/District	Yes	Saginaw 52; Bridgeport 31; and Birch Run 32
6	Complete Study of Dropouts and Performance on MEAP	Yes	Dropout rate equaled 2.94%. Performance in academic areas was superior in grades 4 and 7 and inferior in grade 10 compared with all Saginaw students.

Recommendations

Listed below are a series of recommendations based on this year's evaluation.

1. Program leadership and curriculum development team should review carefully the curriculum critiques made by the review panel (presented in the body of this report). In addition, the 1976-77 Product Evaluation Report makes a number of specific recommendations that still have bearing on the curriculum development effort.

2. The project supervisor should perhaps plan and structure his activities so that major project efforts can be completed on time, such as the finalization of the curriculum packages and inservice sessions. If the supervisor cannot accomplish, the Director of Federal Programs, the Project Evaluator, the cooperating school district administrators, etc., will be available to give help and guidance.

3. Project leadership should supervise the home school liaison specialist in order to suggest changes in the specialist's work activities so that important performance indicators (e.g., continued involvement of new children in cultural enrichment sessions by follow up visits to parents homes) may be achieved. Note: A similar recommendation was made during the 1977-78 project year.

4. The insights from the 1978-79 Cultural Awareness Enrichment Program: Evaluation Form should be used to improve the "Indian Cultural Enrichment Experiences" (e.g., provide more information about variety and reasons for different Indian dances; more sessions on Indian dress, etc.). If this information is not used, a new evaluation instrument should be designed in conjunction with the Project Evaluator to gather more meaningful information.

APPENDICES

APPENDIX A

Saginaw Intermediate School District

6235 Gratiot Road, Saginaw, Michigan 48603
Telephone (517) 799-4733

Indian American Programs

Vicki Gempel
Secretary

TO: Richard Claus **DATE:** April 4, 1979

On Thursday April 12, 1979, we will be holding a curriculum meeting regarding necessary revisions. Bobbi Robinson, a curriculum specialist from the SISD and Pam Dunham, an Indian curriculum specialist from the Bridge Between Two Worlds will be in attendance. You are invited to meet with them at 10:00 a.m. at the Saginaw Intermediate School District regarding any questions you may have concerning the completion of the curriculum.

APPENDIX A

Saginaw Intermediate School District

AMERICAN INDIAN PROGRAMS
ROSEMARY FIRMINGHAM
HOME SCHOOL LIAISON

TO: Richard Claus DATE: April 4, 1979

SUBJECT: Finalization of Michigan Woodland Indian Curriculum

In October of 1978, the curriculum was reviewed by Viola Peterson. As chairperson for the National Advisory Council on Indian Education, she questioned much of the content.

The following is a list of meetings held regarding the Michigan Woodland Indian Curriculum:

November 10, 1978 - Bobby Ann Robinson M.E.R.C. Coordinator - to discuss a time line. It was suggested that a team of parents and teachers be formed for finalization of the curriculum. A time line would be set up by November 30, 1978.

February 9, 1979 - an inservice was held at Saginaw High School, at which time the curriculum was to be distributed. We will be inviting the Saginaw teachers to an inservice May 5, 1979 along with teachers from the Bridgeport and Birch Run Districts. The curriculum was not distributed at the February 9th inservice. We fell behind schedule due to our lack of experience in curriculum development. The time line promised for November 30, 1978 was not received.

March 1, 1979 - Bobby Ann Robinson - due to the type of changes needed and the time and funding involved to finalize the curriculum it was decided it was unfesible to form the group discussed at the November 10th meeting.

We will be unable to meet again with Bobby Ann Robinson until April 12, 1979, at which time we will have an Indian Curriculum Consultant from the Bridge Between Two Worlds in attendance. We have no doubt the curriculum will be finalized and ready for distribution for the Fall of 1979-80 school year.

APPENDIX A

Saginaw Intermediate School District

NATIVE AMERICAN PROGRAMS
Larry R. Fisher
Director
Vicki Gempel
Secretary

MEMORANDUM

TO: Richard Claus
FROM: Larry Fisher LRF.
DATE: April 4, 1979
RE: Michigan Woodland Indian Curriculum

This office was unable to meet the February 1, 1979 deadline for submitting the finalized curriculum. Upon reviewing the curriculum packages, we found them to need more extensive reworking than was originally written into Objective #3 of the 1978-79 proposal. Since objective #4 was tied directly to #3, we have been unable to distribute the curriculum this year. However, we are holding the workshops as stated in the objective and will be distributing the curriculum to participants during the 1979-80 school year.

This office intends to produce a quality curriculum that is all inclusive as originally planned, e.g. cross reference material, teacher's resource manual, etc. (Please note that from the beginning of the curriculum development, this has been one of the innovative features.)

We have experienced difficulty in the following areas:

1) Required research (not stated in Objective #3) to revise the curriculum with any amount of accuracy, is impossible with available staff and time;

2) Inaccurate material - teachers did not comply with recommended changes;

3) Some materials referred to in the curriculum are either inaccurate or out of print. Some did not even exist. It should be noted that much of the reference materials were expected to be created by this office;

4) Incomplete objectives - complete lack of objectives and objectives not completed were found to be in need of additional material;

5) Media Kits are not yet constructed (resource materials, display items, teaching aides, etc.) This is also an innovative feature - teachers will not have to do excessive research to use the curriculum;

Edwin Kilbourn, Superintendent
6235 Gratiot Road, Saginaw, Michigan 48603
Telephone (517) 799-4733

6) Difficulty in completing language sections accurately (especially language tapes);

7) Teacher Resource Manual is incomplete and is in need of complete revision;

8) Year end buying of curriculum resource materials had not given us proper time to review them for accuracy, content, and relevance to the curriculum;

9) Input from Indian curriculum specialist not available - we feel this to be a necessary and needed input that would be beneficial to the curriculum's total content.

The Bridge Between Two Worlds is a Title IV, Part B Program that operates statewide. We have been informed that the BBTW's will be involved in curriculum development and dissemination in the 1979-80 school year. We would like to coordinate our curriculum efforts with their expertise. Also it would be to our benefit to have a statewide agency assist in the dissemination of our curriculum statewide. The curriculum will be available during the 1979-80 school year for use and dissemination throughout the Saginaw, Bridgeport, and Birch Run school districts.

With this extra time, we will be able to deal with the problem areas mentioned above.

If there are any questions regarding this memorandum, you may call this office or attend a revision meeting being held on April 12 at 10:00 a.m. at the Saginaw Intermediate School District.

LRF/vg

APPENDIX A

Saginaw Intermediate School District

6235 Gratiot Road, Saginaw, Michigan 48603
Telephone (517) 799-4733

Indian American Programs

Vicki Gempel
Secretary

TO: Richard Claus

DATE: April 18, 1979

Here is the information developed at the curriculum meeting held on Thursday, April 12. A time line was not developed due to lack of time. Another meeting regarding the curriculum will be held at the S.I.S.D on May 2 to continue work on the curriculum.

APPENDIX A

MICHIGAN WOODLAND INDIAN CURRICULUM

OUTLINE

INTRODUCTION

A. Purpose

B. Background Information (history, values, clarification)

C. Goal Statement

D. Learning Styles (teaching approaches)

E. How To Use Materials

APPENDIX A

FORMAT EXAMPLE

K-2 UNIT

INTRODUCTION (learning styles, etc.)

OVERVIEW OF ENTIRE K-2 Unit (contents)

GOAL STATEMENT

FORMAT

A. MODULES

B. GOALS

C. BACKGROUND INFORMATION

D. OBJECTIVES

E. PREREQUISITE - INCLUDES PRE-TEST

F. MATERIALS

G. PROCEDURES - TEACHER

H. ACTIVITIES - STUDENT

I. EVALUATION - POST-TEST

SAME FORMAT TO BE USED FOR ALL THREE UNITS

APPENDIX A

UNIT CATEGORIES

K-2

I. Tribes (identification)
II. Family (clan)
III. Communication (art, dance, song)

K- verbally
1 - visually
2 - in writing

3-5

I. Tribes (identification)
II. Extended Family
III. Clothing
IV. Art Forms (festivals, gatherings, music)
V. Food
VI. Shelter
VII. Transportation

6-8

I. Tribes (Three Fires)
II. Nation (how a nation is formed)
III. Social Environment
IV. Fine Arts (festivals, gatherings, music)

APPENDIX A

Saginaw Intermediate School District

6235 Gratiot Road, Saginaw, Michigan 48603
Telephone (517) 799-4733

Indian American Programs

Vicki Gempel
Secretary

TO: Richard Claus **DATE:** May 7, 1979

Here is the time line developed at the last Curriculum meeting held on Wednesday May 2 at the SISD.

APPENDIX A

CURRICULUM COMMITTEE MEMBERS

1.	Victoria Miller	Chairperson - Saginaw Parent Committee	Parent
2.	Rosemary Firmingham	Home School Liaison	Parent
3.	Pam Dunham	A Bridge Between Two Worlds	Technical Assistant
4.	Bobbi Ann Robinson	SISD Curriculum Services	Consultant
5.	Andrea Ursuy	Teacher - Bridgeport Junior High	Parent
6.	Larry Fisher	SISD American Indian Programs	Project Supervisor

INDIAN CURRICULUM TIME LINE

APRIL TASKS	MAY TASKS	JUNE TASKS	JULY TASKS	AUGUST TASKS	SEPTEMBER TASKS
4/12 Established Model Curriculum Outline K-2 Unit (started)	5/2 (K-2 Unit) 5/8 (review K-2 Unit) (3-5 Unit) 5/24 continue with 3-5	6/4 (Review 3-5 Unit) (6-8 Unit) 6/11 (6-8 Unit) 6/15 alternate day 6/21 Review and revise total curriculum package			Final Review and preparation for printing

OCTOBER TASKS

Curriculum package ready for school districts

APPENDIX A

Saginaw Intermediate School District

NATIVE AMERICAN PROGRAMS
Larry R. Fisher
Director
Vicki Gempel
Secretary

MEMORANDUM

TO: Richard Claus
FROM: Larry Fisher LRF
DATE: July 26, 1979
RE: Finalized American Indian Curriculum

The objective to disseminate a finalized American Indian Curriculum via inservice training sessions will not be complete as indicated in the proposal. Although the inservice sessions were held on "eliminating Indian stereotypes", the curriculum was not distributed because it was not finalized or ready for classroom use.

The present curriculum committee has made complete changes in our original curriculum, which they found unacceptable as presented. **

As in the past, we have had difficulty in securing the services of teachers, parents and consultants who are able to devote the time needed for completion. We have a good working structure as indicated by the committee list supplied earlier, and a firm committment to the timelines supplied your office. We also intend to use teachers and parents for input on the rough drafts.

The major section needed is the resource manual. This is scheduled for research, evaluation and rough draft during the month of August. Please realize that most of the materials have to be developed because they simply do not exist. Again, time and qualified personnel to do the work are a difficult obstacle.

If we adhere to the timelines supplied to your office, we will definitely have sections of the curriculum's K-2 and 3-5 sections ready for distribution and testing by the 1979-80 school year. Regarding the training sessions, the Inservice had poor attendance or no participation at all.

We anticipate a change in the methods used for teacher contacts and hope to see an increased involvement in our workshops.

LRF/vg

** some portions of the original curriculum are still included

Edwin Kilbourn, Superintendent
6235 Gratiot Road, Saginaw, Michigan 48603
Telephone (517) 799-4733

APPENDIX A

TIMELINE

1979

July	August	September	October	November	December
Rough Draft K-2, 3-5 Units	Narrative →	→	→	Rough Drafts	Feedback
Resources	Spot meetings			Narrative	Meetings Teachers and Parents
Background Materials					

1980

January	February	March	April	May	June
Revisions		Final First Drafts, 3-5	Printing K-2, 3-5 →	Continue 6-8 →	→
Narrative K-2, 3-5			Start 6-8	Teacher's Luncheon	
Background					

INDIAN CURRICULUM TIME LINE

APRIL TASKS	MAY TASKS	JUNE TASKS	JULY TASKS	AUGUST TASKS	SEPTEMBER TASKS
4/12 Established Model Curriculum Outline K-2 Unit (started)	5/2 (K-2 Unit) 5/8 (review K-2 Unit) (3-5 Unit) 5/24 continue with 3-5	~~6/4~~ cancelled (Review 3-5 Unit) (6-8 Unit) 6/11 (6-8 Unit) ~~6/15~~ 6/14 alternate day 6/20 ~~6/21~~ cancelled Review and revise total curriculum package 6/27 6/28			Final Review and preparation for printing

OCTOBER TASKS

Curriculum package ready for school districts

APPENDIX A

CURRICULUM COMMITTEE MEMBERS

1.	Victoria Miller	Chairperson - Saginaw Parent Committee	Parent
2.	Rosemary Firmingham	Home School Liaison	Parent
3.	Pam Dunham	A Bridge Between Two Worlds	Technical Assistant
4.	Bobbi Ann Robinson	SISD Curriculum Services	Consultant
5.	Andrea Ursuy	Teacher - Bridgeport Junior High	Parent
6.	Larry Fisher	SISD American Indian Programs	Project Supervisor

APPENDIX A

ATTENDANCE SHEET

Michigan Woodland Indian Curriculum
May 2, 1979

NAME	REPRESENTING
[illegible]	Saginaw City Schools
[illegible]	SISD American Ind. Progs.
[illegible]	A Bridge Between Two Worlds
Bobby Ann Robinson	Saginaw I.S.D.; Curriculum Servic
Rosemary Framingham	SISD - American Indian Programs

APPENDIX A

ATTENDANCE SHEET

Michigan Woodland Indian Curriculum
May 2, 1979

NAME	REPRESENTING
[illegible]	Saginaw City Schools
[illegible]	SISD American Ind. Progs.
[illegible]	A Bridge Between Two Worlds
Bobby Ann Robinson	Saginaw I.S.D.; Curriculum Services
Rosemary Farmingham	SISD - American Indian Programs

SAGINAW INTERMEDIATE SCHOOL DISTRICT
Indian Affairs
Cooperative Native American Program

APPENDIX A

MICHIGAN WOODLAND INDIAN CURRICULUM

DATE: May 8, 1979

NAME	DISTRICT
Lou Cumbaa	ABBTW, Fenning
Bobby Ann-Richards	Saginaw ISD
Victoria D Miller	Saginaw City Chairperson, Parent
Betty Defoe	

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APPENDIX A
SAGINAW INTERMEDIATE SCHOOL DISTRICT
Indian Affairs
Cooperative Native American Program

MICHIGAN WOODLAND INDIAN CURRICULUM

DATE: May 24, 1979

NAME	DISTRICT
Pam Dunham	ABTW, Lansing
Betty Ann Robinson	Saginaw I.S.D.
Vickie Mills	Saginaw City Chairperson, Parent

APPENDIX A
SAGINAW INTERMEDIATE SCHOOL DISTRICT
Indian Affairs
Cooperative Native American Program

MICHIGAN WOODLAND INDIAN CURRICULUM

DATE: June 11, 1979

NAME	DISTRICT
Ron Graham	ABTW, Lansing
Betty Ann Bolen	Saginaw I.S.D.
Victoria L. Smith	Saginaw City Chairperson, Parent

SAGINAW INTERMEDIATE SCHOOL DISTRICT APPENDIX A
Indian Affairs
Cooperative Native American Program

MICHIGAN WOODLAND INDIAN CURRICULUM DATE: June 14, 1979

NAME	DISTRICT
Tom Dunham	ABBTW, Lansing
Betty Ann Robinson	Saginaw I.S.D.
Victoria L Smith	Saginaw City, Chairperson Board

SAGINAW INTERMEDIATE SCHOOL DISTRICT APPENDIX A
Indian Affairs
Cooperative Native American Program

MICHIGAN WOODLAND INDIAN CURRICULUM DATE: June 20, 1974

NAME	DISTRICT
Kim Dunham	ABRW, Lansing
Betty Ann Rabineau	Saginaw I.S.D.
Victoria L. Smith	Saginaw City, Chairperson, Parent

SAGINAW INTERMEDIATE SCHOOL DISTRICT
Indian Affairs
Cooperative Native American Program

APPENDIX A

MICHIGAN WOODLAND INDIAN CURRICULUM

DATE: June 27, 1979

NAME	DISTRICT
John Cushman	ASDA, Lansing
Betty Ann Robinson	Saginaw I.S.D.
Victoria L. Smith	Saginaw City Chairperson, Parent

SAGINAW INTERMEDIATE SCHOOL DISTRICT
Indian Affairs
Cooperative Native American Program

APPENDIX A

MICHIGAN WOODLAND INDIAN CURRICULUM

DATE: Jan. 25, 1977

NAME	DISTRICT
Pam Dunham	SBBTW, Saginaw
Betty Ann Redmond	Saginaw I.S.D.
Victoria L Driebe	Saginaw City, Chairperson, Parent

APPENDIX B

UNIT GOAL STATEMENTS

UNIT (K-2)

I. STUDENTS WILL KNOW WHO THE MEMBERS OF AN INDIAN FAMILY ARE, HOW THESE MEMBERS FIT INTO THE FAMILY UNIT AND KNOW HIS/HER RELATIONSHIPS WITHIN THE FAMILY.

II. STUDENTS WILL KNOW THE NAMES OF THE THREE PRINCIPLE TRIBES OF MICHIGAN, THE CHIPPEWA, OTTAWA AND POTAWATOMI.

III. STUDENTS WILL KNOW THE BASIC FORMS OF EXPRESSION INDIANS USED IN MUSIC, DANCE AND ART.

MODULE K

OBJECTIVE K.1 By the end of Kindergarten, the student will know that the family is a group of people comprised of several members such as mother, father, brother, sister, and self.

PREREQUISITE SKILL

prior introduction to "family" as a unit of people by examining his own family and members involved

ACTIVITIES AND PROCEDURES

flannel board - placing family members on flannel board or use colorform figures and colorform board

enlarged pictures of family members to color - coloring books

stories, reading stories and legends

pasting activities, cutting out from books, magazines and pasting on larger sheet, teacher will label

puppets

film, "Woodland Indians"

MATERIALS

See Resource Section

picture of Indian family
puppets
coloring book
reading list

EVALUATION

Given four pictures of individual family members, a mother, father, brother, and sister, the learner will verbally identify each member, and with 100% accuracy, when asked what all of the members are called, the learner will reply "Indian family".

OBJECTIVE K.2 By the end of K, the learner will verbally give the names of the three tribes of Michigan, the Chippewa, Ottawa, and Potawatomi.

PREREQUISITE SKILL

successfuly mastery of K Objective 1

ACTIVITIES AND PROCEDURES

song identifying three tribes

stories on three tribes

Potawatomi, Chippewa, Ottawa played on basis of Duck, Duck, Goose

musical chairs - "Woodland Chairs"

password for the day

MATERIALS

See Resource Section

EVALUATION

Asked verbally, the learner will give the names of the three tribes within a one munite time period with 100% accuracy.

APPENDIX B

OBJECTIVE K.3 By the end of K, the learner will be able to identify Indian music.

PREREQUISITE SKILL

none

ACTIVITIES AND PROCEDURES

listen to Indian music (tapes and records)

MATERIALS

See Resource Section

EVALUATION

After listening to excerpts from Indian music, the learner will verbally identify the music as Indian within a one minute time period after the music ends.

APPENDIX B

MODULE I

OBJECTIVE 1.1 By the end of grade 1, the learner will know "mother", "father", "self", "sister","brother", "grandmother", "grandfather", "aunt", "uncle", and "cousins" as members of the extended Indian family.

PREREQUISITE

successful mastery of Objective 1 in Kindergarten

ACTIVITIES AND PROCEDURES

simple diagrams of geneology

flannel board

stories ("Winter Rabbit Hunts", "Cheer Up Old Man")

bulletin board - family member displayed on board with title under each figure

MATERIALS

See Resource Section

EVALUATION

When asked by the examiner to name the ten members of the Indian family, the learner will verbally give at least seven correct responses.

OBJECTIVE 1.2 By the end of grade 1, the learner will be able to identify visually the names of the three Michigan Indian tribes.

PREREQUISITE SKILL

Successful mastery of Objective II in Kindergarten

ACTIVITIES AND PROCEDURES

bulletin board

name tags

flash cards

tic-tac-toe

bean bags

bowling

MATERIALS

See Resource Manual

EVALUATION

When given the names of the three tribes (Chippewa, Ottawa, and Potawatomi) on individual cards, the learner (student) will pick up the cards and say the names correctly with 100% accuracy.

APPENDIX B

OBJECTIVE 1.3 By the end of grade 1, the student will know that dance is a form of Indian expression by learning one dance, Snake Dance.

PREREQUISITE SKILL

none

ACTIVITIES AND PROCEDURES

diagrams of Snake Dance

video - tapes of Snake Dance performance

Inservice session on Snake Dance performance (for teachers)

actual dancing sessions

tapes of music

MATERIALS

See resource Section

diagrams
video tapes
sessions
tapes

EVALUATION

Using visual clues such as letter tiles or letter blocks which are used to form a layout on the floor of a snake dance diagram and forming a group of 10 students in which the learner is a member of the group, the learner will perform the snake dance with the other group members as indicated on the floor plan diagram.

OBJECTIVE 1.4 By the end of Grade 1, the learner will know that beadwork is a basic form of Woodland Indian art.

PREREQUISITE SKILL

knowledge of numbers 1 and 2 and ability to identify two basic colors

ACTIVITIES AND PROCEDURES

stringing of large beads with two colors together and alternating a second color

color picture of single strand necklace

pasting and coloring of large circles to make a bead art design

MATERIALS

See Resource Section

large beads and string
picture to color
various colored circles made of construction paper

EVALUATION

Given 20 large beads, two colors of ten each, and a string, the learner will develop a one strand design as indicated on the attached provided diagram with 100% accuracy.

MODULE 2

OBJECTIVE 2.1 By the end of Grade 2, the learner will know that a clan is an extended family in the Indian culture.

FAMILY - grandparents, parents, and children

CLAN - aunts, uncles, cousins, and all blood relatives

PREREQUISITE SKILL

successful completion of Objective I of K and Grade I, and ability to distinguish four basic colors, math concept of bringing together four numbers in addition

ACTIVITIES AND PROCEDURES

diagram of family units which comprises a clan

discussion of one's own extended family

four sets of blocks to represent four families (use term set to identify family)

math concept of addition to bring together four sets or more to make a clan

easy reading stories of the Indian family (see resource section)

MATERIALS

See Resource Section

diagram - family
small block of at least four colors (20 blocks each)
short easy reading stories on the Indian family

EVALUATION

When asked by the examiner to name family groups of a clan the learner will identify at least three groups with 100% accuracy.

OBJECTIVE 2.2 By the end of Grade 2, the learner will sing a Woodland Indian song.

PREREQUISITE SKILL

mastery of Objective K III

ACTIVITIES AND PROCEDURES

practice sessions
singing Ko-Ko-Ko
teacher should refer to background information on song to prepare student explanation

MATERIALS

sheet music - see resource section
drum - optional
piano - optional

EVALUATION

Using the entire class or a minimum of ten students, the students will sing Ko-Ko-Ko with the teacher observing and listening to the learner who will participate orally.

APPENDIX B

OBJECTIVE 2.3 By the end of Grade 2, the learner will know how to utilize natural "found objects" as a work of art.

PREREQUISITE SKILL

basic five motor skills such as cutting, pasting, etc.

ACTIVITIES AND PROCEDURES

outdoor walks and collection of "found objects" by each learner

discussion by teacher of Indian utilization of works of art

sharing of nature specimens in a group activity

display of expressive art created by students

MATERIALS

student gathered materials
supplemental material - paste, scissors, paper

EVALUATION

Using "found objects" gathered, the student will complete a work of his expression

APPENDIX B

UNIT GOAL STATEMENTS

UNIT 3-5

I. STUDENTS WILL PARTICIPATE IN STUDIES OF THE GEOGRAPHIC LOCATION OF THE THREE WOODLAND INDIAN TRIBES IN MICHIGAN.

II. STUDENTS WILL PARTICIPATE IN THE STUDIES OF THE SOCIAL ORGANIZATION OF THE MICHIGAN WOODLAND INDIAN CULTURE THROUGH THE FAMILY, CLAN, AND TRIBE.

III. STUDENTS WILL PARTICIPATE IN STUDIES OF THE ENVIRONMENTAL ADAPTATION OF THE MICHIGAN WOODLAND INDIANS.

IV. STUDENTS WILL PARTICIPATE IN STUDIES ON THE PRACTICAL ART FORMS OF THE MICHIGAN WOODLAND INDIANS.

V. STUDENTS WILL PARTICIPATE IN STUDIES ON THE INFLUENCE OF INDIAN CULTURE ON WESTERN CULTURE.

APPENDIX B

MODULE 3

OBJECTIVE 3.1 Students wil demonstrate an understanding of the geographic areas where Woodland Indians live(d) in Michigan.

PREREQUISITE SKILLS

A. Knowledge of basic map reading skills, i.e. legend, directions
B. Prior exposure to maps of Michigan
C. Students must have an understanding of their geographic location in comparison to other locations in Michigan i.e., immediate home, city, county

ACTIVITIES

draw a map of Michigan

field trip to one of the reservations

puzzle (geographic divisions of state) see Resource Section

Woodland Letter Bingo - see Resource Section

use overhead projector to show the boundaries of different tribes; have students label them on ditto sheet maps

MATERIALS

See Resource Section

Woodland Puzzle
Woodland Letter Bingo
Michigan maps
ditto sheet maps showing boundaries, without Indian names

EVALUATION

Given a blank map of the state of Michigan, the learner will divide the state into geographical areas inhabited by Woodland Indians and write the appropriate tribal name in each division.

OBJECTIVE 3.2 The learner will demonstrate an understanding of the educational process of individuals within the extended family of Michigan Woodland Indians.

PREREQUISITE SKILL

successful mastery of Objective 2-I

ACTIVITIES AND PROCEDURE

Read stories and listen to taped stories about Indian education. Discuss the role of the grandparents and tribal elders as being the chief instructors of the children. Intructions were usually given when an occasion presented itself; sometimes it was a planned affair. Chippewa children learned conformity to conventional tribal standards, the mental content of the tribal culture pattern and the customs and beliefs regarding religion, health, politics, economics, and social life. They were lectured to, counseled, presented with ideals, and allowed to listen when elders conversed. They imitated their elders in play, participated with them according to their capacities in serious work, and were nonparticipant observers at ceremonials. Although praise, reward, punishment, scolding, and frightening played a part in the training of the children, no great emphasis was laid upon them. Children were not ridiculed for failures. The grandparents taught morals and values through modeling and stories. They taught dances and tribal music (happy dance, harvest dance, rain dance, ghost dance, war dance, etc.) Discuss the meaning of the different dances. Stress the importance of music to their way of life. Discuss the musical instruments used (drums, rattles, carved wooden flutes, gords, bells, etc.)

The parents also taught the children their respective skills and duties. The father taught the sons to track, hunt, make arrow heads, bow and arrows and quivers; to fish, make fish hooks, spears, nets, and to catch fish by hand, to set traps and trap small animals; and how to clean fresh killed game and fish, to preserve it by drying it in the sun or to smoke it, to flesh and tan the hides, soften the leather by chewing it, to make clothing and do decorative bead work; to grind corn, make corn bread, fry bread, cook wild rice, venison, fish and other animals; to weave baskets and reed mats. Emphasis was placed on children being kind and respectful to older people. They were instructed and trained to share the superfluous. A child was not only taught honesty formally but was made to return articles not belonging to him. A lying child was told he was making a wrong beginning. A boastful or tale-bearing child was not listened to. Children were scolded but too much scolding made them worse. For mere annoyances children were sent to bed early but never without food. For serious offenses, such as lying, quarreling, refusing to obey, or taking things that didn't belong to them, children older than five were slapped on the shoulder.

Discuss the family and it's structure, the importance of seating arrangements and respect for all family members, especially the grandparents and elders whose knowledge, generosity, skill, wisdom, and humility was highly valued.

Points to Stress:

The family unit was the base unit in Indian culture. Duties were assigned on the basis of sex and age. Cooperation on the family level was aimed toward the general welfare of the entire tribe. Elders were, and still are, treated with a great deal of respect. The film, "Geronimo Jones" is an excellent introduction to this objective. The portrayal of the boy's relationship with his grandfather captured the Indian spirit of love and respect without.

ACTIVITIES AND PROCEDURES

read stories about Indian education

study pictures of grandparents and parents instructing children

role play different learning situations

students may ask grandparents, elderly aunts or uncles, about the clan animal of each family; this information may be shared with the group

MATERIALS

Books: Chippewa Customs - Frances Densmore
Great Lakes Indians - William Kubiak
Michigan Woodland Indians Resource Manual

pictures of grandparents and parents instructing children in various duties

Films: "Geronimo Jones"
"American Indian Growing Up"

EVALUATION

Given a mutiple choice test of ten questions with three for each question, the learner will complete the test with 80% accuracy. (See resource section for test)

APPENDIX B

OBJECTIVE 3.3 The learner will illustrate how the natural environment contributing to the mode of dress of the Michigan Woodland Indians.

PREREQUISITE SKILL

None

ACTIVITIES AND PROCEDURES

Adult clothing was made from finely tanned hides of deer, moose, elk, or bear, and of dressed skins of rabbit, beaver, and other small fur-bearing animals. Children's clothing was made of delicately tanned hides of fawn and of skins of beaver, squirrel, and rabbit. Blankets worn by adults and used as bed coverings were or rabbit skins.

Discuss the way clothing was made (animal killed and skinned, pelt had to be fleshed and stretched, tanned and dried). It was sewn together with sinew (from intestines of animals). The needles used were quill and bone. Where did they come from? How was the leather softened? (by chewing with their teeth) Compare with the way clothing is made today.

pictures of articles of clothing coming from animals

movies on natural habitat

clothing needs adapting to habitat

resource persons for modeling actual clothing

slide show from American Indian Programs, S.I.S.D.

creation of natural clothing design

MATERIALS

Great Lakes Indians - William Kubiak
Michigan Indian Coloring Book
North American Indian Design - Kennedy

Resource Section:

cards with pictures of articles of clothing

movie listing - possible discussion questions

slide show from American Indian Programs

contacts on resource people

APPENDIX B

EVALUATION

Given a worksheet with three categories of pictures (natural habitats, animals, clothing) the learner will match the natural Michigan Woodland Indian habitat with the appropriate animal which exists in such habitat and one articles of clothing derived from this animal. Criteria 100%

OBJECTIVE 3.4 The learner will illustrate how the natural environment contributed to the methods used to obtain the types of food eaten by the Michigan Woodland Indians.

PREREQUISITE SKILL

successful completion of Objective 3.3

ACTIVITIES AND PROCEDURES

Discuss the fact that the Indian respected all animals. Stress the fact that Indians didn't kill just for the sake of killing, for sport, or for trophies. They used every part of the animal, hides for clothing, meat for food, bones for tools, stomach for a cooking vessel, intestines for sinew, claws and teeth for jewelry, etc. No part of the animal was wasted. Study and discuss hunting techniques used, like camouflage (the Indians taught the white man the art of camouflage), tracking prey, use of the wind, use of natural animal trails, water holes, habitats, and knowledge of the animals' feeding habits. Deer were shot, impounded, or snared. At night they were enticed by torchlight, in the daytime, by the "deer call". Artificial saltlicks brought them into open spaces. Beavers were speared. Stress the fact that nothing was wasted. Discuss the uses of the fish for food, bones for fish hooks, for fertilizer, etc. Discuss the fact that spear fishing was very common in summer and winter. Indians used their hands to catch fish as well as bone fish hooks tied to a sinew line. They also used hand-tied fish nets to scoop the fish out of the of the water. They were made of the inner bark of basswood or of nettles. Nets, fish hooks, spearheads, and traps were all used in fishing. Stress the fact that nothing was wasted. They had no refrigeration. They dried and smoked meat and fish to preserve it. Stress the fact that no one ever went hungry as long as there was any food at all in the camp.

I. Listen to the taped stories of how trapping was done and what methods and materials were used. Study and discuss the pictures of snare traps used by Woodland Indians 100-200 years ago. Discuss the hollow log trap being the firerunner to the box trap. Discuss the deadfall trap and its use. (Bears were carught in deadfall traps; wolves, foxes, and rabbits were snared. Wolves were also trapped.) Discuss the trapping methods and tools used by modern day Woodland Indians. Draw a picture of a snare trap or hollow log or deadfall trap.

listen to taped stories of trapping methods and tools used

study pictures of trapping methods and tools used

draw a picture of a snare trap or hollow log or deadfall trap

paint a picture of one species of animal trapped in his natural environment

MATERIALS

Books: Chippewa Customs - Frances Densmore
Great Lakes Indians - William Kubiak

pictures of snare traps, hollow log traps, deadfall traps and steel traps

taped stories of trapping methods and materials used

tape recorder

II. Listen to taped stories of hunting expeditions. Read stories to students about hunting methods and tools used; factual and legendary stories. Discuss the importance of hunting, how it made the Woodland Indians' life better, and why the Indians killed the animals.

Listen to taped stories of hunting expeditions, methods and tools used

Study pictures of hunting methods and tools used (bow and arrow, spear, arrowheads, quiver flint-lock musket)

Study pictures of different animal footprints

Make a pictograph of the hunt. Draw a picture of the hunt on brown butcher paper. Tear the edges to shape of an animal hide.

Make plaster of paris arrowheads and footprints from pre-set molds

MATERIALS

Books: American Indian Cooking and Herb Lore - J. Ed Sharpe and Thomas B. Underwood
Chippewa Customs - Frances Densmore
Great Lakes Indians - William Kubiak
Michigan Woodland Indian Resource Manual
Nanabush Series - Ginn

pictures of hunting techniques and tools used

taped stories of hunting expeditions

pictures of animal footprints

plaster of paris, pre-set molds of arrowheads and footprints

pencils, crayons, and brown butcher paper

III. Discuss the importance of fishing to the Indians' way of life. Listen to the taped stories of fishing techniques. Read factual and legendary stories about fishing methods and tools used.

Listen to taped stories about fishing techniques and tools used

Study pictures of fishing methods and tools used

Paint a fishing scene illustrating the use of spears and nets

Hand tie a small fish net

MATERIALS

Books: Chippewa Customs - Frances Densmore
Great Lakes Indians - William Kubiak
Michigan Woodland Indians Resource Manual
Nanabush Series - Ginn

taped stories of fishing methods and tools used

tape recorder

pictures of fishing methods and tools used

paints, brushes, and art paper

light weight cord and scissors, pre-printed instructions for tieing a fish net

IV. Study pictures and discuss farming methods and tools used to procure food. Discuss the importance of farming. What changes would there be in the Indians' way of life if they hadn't farmed? What foods wouldn't they have had to eat?

Germinate corn seeds by soaking them in water overnight. Then place seeds in a glass jar and cover with foil or plastic. Place jar in a well lit area and watch for sprouting (approximately two days). Make a seed chart by glueing seeds to poster board and identify by labeling with the flet marker. After the seeds have germinated plant them in ten dirt-filled milk cartons (five or six seeds to a carton). Mix fish emulsion fertilizer per directions on the label and fertilize five of the seed-filled milk cartons with fish fertilizer. DO NOT fertilize the other five cartons. Place all ten cartons in a well-lit window where they will all receive the same amount of light. Water with equal amounts of water per carton. Discuss and record any changes in plants on a weekly basis.

MATERIALS

Books: Chippewa Customs - Frances Densmore
Great Lakes Indians - William Kubiak
Indian Corn and Other Gifts - Lavine

APPENDIX B

INDIAN RECIPES

INDIAN FRIED BREAD

Make a soft dough, such as 1 cup flour, 1 tsp. baking powder, pinch of salt and a little grease. Add enough milk to mix. Cut this together. Drop by spoonfuls into hot grease, let fry until brown and crisp on one side, turn and fry other side until brown and crisp. Serve hot. For variations top with honey, cinnamon & sugar, garlic salt, jam or jelly. Delicious!

HOMINY CORN SOUP

Put wood ashes lye into a pot, add water and bring to a boil. Add corn and stir until grain turns yellow. Pour into sieve basket to remove excess lye. Pound grains in corn beater until all grains are cracked several times. Sieve this cracked corn to remove bran. Winnowing in flat baskets was often used. Put grits left from sieving into boiling water. Cook briskly until soft. Drink fresh, hot or cold, or wait for it to ferment.

Wood Ashes Lye

Put hardwood ashes into a bucket or any container that has holes in the bottom (not aluminum). Pour water over the ashes, catch the drippings in any kind of vessel (except tin or aluminum). Pottery or gourds are good for catching the lye drippings. Wood ashes lye is very strong and care should be taken that it does not touch the skin.

GLAZED APPLE RINGS

Cut tart apple in rings about ½ inch wide. Remove core. Sprinkle both sides of apple slices with 2 tablespoons sugar. Cook in 1/8 inch hot fat on low heat until tender and glazed (5 minutes). A large heavy skillet may take longer.

OBJECTIVE 3.5 The learner will illustrate how the natural environment contributed to the use of the wigwam as a dwelling of the Michigan Woodland Indians.

PREREQUISITE SKILL

none

ACTIVITIES AND PROCEDURES

The type of dwelling most generally used by the Michigan Woodland Indians was the wigwam. It was a circular or elongated framework of saplings covered with elm bark or with birch bark and bullrush mats.

Study pictures of Michigan Woodland Indian dwellings and discuss.

Display pictures of wigwams and discuss

Show slides and discuss various aspects of Michigan dwellings; give extra background information

Show and explain samples of elm bark, birch bark, and reed mat. Stress imminent extinction of elm bark

Discuss the mobility of the wigwam

View pictures of dwellings

View slides

Examine bark samples and reed mat

Illustrate interior of wigwam

Draw picture of wigwam

Study blueprint of wigwam

Construct miniature of a wigwam

Weave bullrush mats

Field Trip to Hartley Outdoor Education Center, St. Charles, MI, to observe model wigwams

MATERIALS

Books: Chippewa Customs - Frances Densmore
Michigan Indians - Donald Chaput

pictures of wigwam

blueprint of wigwam and tepee 75

sticks, twine, staples, and tape (or) tag board, construction paper, scissors and glue, found nature objects for construction of miniature wigwam

slides of Indian dwellings

National Geographic filmstrip, "Woodland Indians"

samples of elm and birch bark; reed mat

small models of a wigwam

Books: Michigan Indians - A Way of Life Changes - by Donald Chaput
The Indians Knew - Tillie Pine
Great Lakes Indians - William Kubiak
Woodland Wigwams - Louise Walker

EVALUATION

Given a worksheet containing three pictures of dwellings and a list of environmental materials the learner will (a) identify the picture which represents a Michigan Woodland Indian dwelling and write the name under the picture and (b) circle the three words from the list of environmental materials to construct such a dwelling.

APPENDIX B

OBJECTIVE 3.6 The learner will illustrate how the natural environment contributed to the transportation modes of the Michigan Woodland Indians.

PREREQUISITE SKILL

none

ACTIVITIES AND PROCEDURES

View film and discuss methods and materials used to build a birch bark canoe. How did they strip the bark from the three? (with knives) Will the tree die after the bark is removed? (no, if taken off properly) What, if anything, did they do to the bark before trying to shape it? (soaked) it in water and heated it to make it plyable) What kept the sides of the canoe from caving in? (ribs and funnels) What kept a person's foot from going through the bottom of the canoe? (the ribs) Did they seal the seams? If so, with what? (gum from the sugar pine tree) Was the canoe easy to maneuver in the water? (yes) Why? (because it was light)

Study pictures of the travois. Read stories about how they were used. Describe a travois (two poles spread apart with the ends dragging on the ground and a large hide or blanket secured between them. The poles were crossed and tied together over the back of a horse or dog.) What are the advantages of using a travois? (carry heavy loads, travel over rough, narrow trails, and transport elders or sick people.)

Discuss the use of the foot paths and trails through the forest. Why were they important? The foot paths mainly followed animal trails. Why? The Woodland Indians traveled over land by foot, walking or running along the trails.

View film "Birch Canoe Builder"

Read stories about Indian transportation

Study pictures and discuss canoe building, travois, and foot travel

Show transparency of foot path trails

Make a small birch bark canoe

Draw a picture of a travois

MATERIALS

16mm film "Wiigwaasijiiman" - S.I.S.D., Indian Programs

16mm film "Birch Canoe Builder - S.I.S.D., I.M.C.

Books: Chippewa Customs - Frances Densmore
Great Lakes Indians - William Kubiak

pictures of canoes and travois

overhead projector

transparency of foot path trails

birch bark (real or simulated), sweet grass and instructions on how to build a small canoe - see resource section

art paper, pencils, crayons or felt pens for drawing travois

EVALUATION

Given a worksheet list of eight modes of transportation the learner will identify canoe, travois and foot as the three most common modes of transportation used by the Michigan Woodland Indians with 100% accuracy.

Put an X in the blank by the three main modes of transportation used by Michigan Woodland Indians.

_____ row boat	__X__ foot
__X__ canoe	_____ rickshaw
_____ horse and wagon	_____ bicycle
	__X__ travois
_____ camel	

OBJECTIVE 3.7 The learner will illustrate how the natural environment contributed to the art of the Michigan Woodland Indians.

PREREQUISITE SKILL

successful mastery of Objective 1.4, 2.3, 3.3, and 3.6

ACTIVITIES AND PROCEDURES

A review of Objective 3.3-3.6 to discuss the following points:

1) types of natural environmental materials most used by Michigan Woodland Indians

2) what contributions the most used materials made to the lifestyle of the Michigan Woodland Indians (ex. - provide clothing, food, etc. as discussed in 3.3-3.6)

After such a review, the students will formulate the following generalizations:

1) the most used material

2) the functional products made from these products

3) that these products are distinctive art forms of the Michigan Woodland Indians

Display of art products

Resource people

Experimental art activities - refer to the following:

creation of natural clothing design - Objective 3.3

hand tie a small fish net - Objective 4.3

weave a bullrush mat - Objective 3.5

miniature wigwam -Objective 3.5

small birch bark canoe - Objective 3.6

All creations will culminate in a functional art exhibit of Michigan Woodland Indian art products

Suggestions: have display on exhibit at various places such as open house, etc.

MATERIALS

American Indian Art Display Unit Kit - Indian Affairs Office at S.I.S.D.
Consultant listing in **appendix**

EVALUATION

Given three distinctively different art forms from the Michigan Woodland Indian display kit, the learner will identify each of the three art forms and its natural state.

OBJECTIVE 4.1 The learner will relate the Michigan Woodland Indians with other Woodland Indians of the Great Lakes.

PREREQUISITE SKILL

successful mastery of Objective 3.1 - 3.7

ACTIVITIES AND PROCEDURES

Indian map of Great Lakes region illustrating where Woodland Indians are located

View filmstrips: "Northeast Michigan Indians and How They Lived"
Parent Magazine filmstrips on Great Lakes Indians
Singer Films on Woodland Great Lakes Indians

View example of Woodland Indian floral designs from S.I.S.D. Display Unit on Beadwork

Review/discussion of the natural environment of Michigan Woodland Indians and how all Great Lakes Woodland Indians have similar environments

A review of Michigan Woodland Indian environment and review of Great Lakes Woodland Indian environment; after such review, the students will conclude that due to the common environment, the following factors are similar:

a) food
b) clothing
c) transportation
d) farming methods
e) art forms
f) shelter
g) collage (or large painting) of Great Lakes Woodland Indians' life depicting the environment via clothing, etc.

EVALUATION

Given a worksheet with eight statements, the learner will check the four statements which characterize Great Lakes Woodland Indian lifestyles with 100% accuracy.

__X__ They lived in woodlands

_____ They lived in deserts

_____ They lived by the Pacific Ocean

__X__ They lived in the Great Lakes region

_____ They made geometric beadwork designs

APPENDIX B

__X__ They made floral beadwork designs

_____ They wore buffalo skin clothing

__X__ They wore deerskin clothing

OBJECTIVE 4.2 The learner will explain how various clans comprise a Michigan Woodland Indian tribe.

ACTIVITIES AND PROCEDURES

Listen to taped stories about family including clan and tribal structure. Read stories about tribal structure of family, clan, and tribe.

Review breakdown of the following:

FAMILY - (grandparents, parents, and children)

CLAN - (aunts, uncles, cousins, and all blood relatives)

TRIBE - (includes different clans living within specific boundaries, speaking the same language)

Make a pictograph of tribal structure using butcher paper.

MATERIALS

Books: A Brief History of Michigan Indians - Charles Cleland

Woodland Wigwams - Louise Jean Walker

Respect for Life - s. Morey and O. Gilliam, editors

Chippewa Customs - Frances Densmore

Michigan Indians - A Way of Life Changes - Donald Chaput

Sound Filmstrips:

"Indians of the Northeast - How They Lived"

"Indians of the Northeast - Their History"

"Indians of the Northease - Today"

Ojibwe Kit- Anishnaabe

Ojibwe Kit - Melting Pot Myth

16 mm films:

"Geronimo Jones"

"Woodland Indians"

"American Indian Growing Up"

Tapes:

Michigan Clans and Totem Animals

Michigan Indian Tribes

EVALUATION

Given a worksheet with three statements, the learner will check the statement which describes a Michigan Woodland Indian tribe.

_____ includes grandparents, parents, and children

_____ includes aunts, uncles, cousins, and all blood relatives

_____ includes different groups speaking the same language living in the same area

APPENDIX C

Name of Curriculum _____ Evaluator _____

Grade Level of Curriculum _____ Date _____

CURRICULUM QUALITY RATING SCALE

Directions: Complete the demographic data at the top. Be sure to review the curriculum package thoroughly before completing this instrument. Rate each aspect of the curriculum by circling the number (1 = poor to 4 = excellent) that best describes its quality. Provide comments to support each rating.

1. Objectives are clearly stated in measurable terms.

Poor 1 2 3 4 Excellent

Comments: _____

_____

2. Objectives specify expected proficiency levels (criteria).

Poor 1 2 3 4 Excellent

Comments: _____

_____

3. Activities are linked to the attainment of objectives.

Poor 1 2 3 4 Excellent

Comments: _____

_____

4. Activities and materials are suited to the age group.

Poor 1 2 3 Excellent 4

Comments: _____

_____

5. Materials, activities, and procedures are arranged and presented in a way which facilitite teacher use.

Poor 1 2 3 Excellent 4

Comments: _____

_____

6. Materials (e.g., readings, films, and tapes) are explicitly delineated for each objective.

Poor 1 2 3 Excellent 4

Comments: _____

_____

7. Sound student test items are provided for each objective.

Poor 1 2 3 Excellent 4

Comments: _____

_____

8. Objectives are sequenced such that they build upon each other where possible.

Poor 1 2 3 Excellent 4

Comments: _____

_____

9. Curriculum provides for variety in presentations (e.g., audio visual, discussion, individual readings, etc.).

Poor 1 2 3 Excellent 4

Comments: _____

_____

10. Clear procedures for teachers are included with each objective.

Poor 1 2 3 Excellent 4

Comments: _____

_____

11. A usable teacher evaluation form is provided to evaluate the curriculum.

Poor 1 2 3 Excellent 4

Comments: _____

_____

12. A clear, philosophical and/or theoretical statement of the purpose of the curriculum is provided.

Poor 1 2 3 Excellent 4

Comments: _____

_____

13. The procedures are classroom ready for use.

Poor 1 2 3 Excellent 4

Comments: _____

_____

14. The cost figures for implementing the curriculum package for a class of 30 pupils seem reasonable.

Poor			Excellent
1	2	3	4

Comments: _____

_____

15. Could you provide any comments or suggestions on how to improve and/or expand this curriculum package.

_____

_____

_____

_____

_____

pictures of farming methods and tools used

poster board, glue, scissors, and felt pens

seeds - pumpkin, corn, squash, rice, bean, etc.

fertilizer, liquid fish

glass jar, foil or plastic

empty milk cartons, potting soil or dirt

V. View the film about Indian life and their eating habits. Study and discuss pictures about how they prepared their food and why they did it this way. Discuss the use of roots and herbs to season their food.

View the film "Woodland Indians" again, this time paying particular attention to gethering food and eating habits

College Indian food recipes

Draw and color a picture of a real or imaginary wild flower or uncultivated foot plant (wild rice, berries, etc.)

Card sort: put the edible plants in one group and put the poisonous plants in another group under their proper label

Prepare a meal consisting of corn soup, fry bread, and glazed apple rings (Michigan Woodland Indians Resource Manual)

MATERIALS

Books: Chippewa Customs - Frances Densmore
Great Lakes Indians - William Kubiak
Indian Corn and Other Gifts - Lavine
Michigan Woodland Indian Resource Manual
Real Wild Rice
American Indian Cooking and Herb Lore

pictures of tools used to prepare food

pictures of foods eaten (meats, fish, fruits and vegetables)

recipes for Indian food (corn soup, fry bread, and glazed apple rings)

pictures of edible plants on (3 x 5) cards

two (3 x 5) cards with printed words (edible plants) and (poisonous plants) printed respectively in large 12-point bold type

utensils and ingredients for cooking corn soup, fry bread, and apple rings

APPENDIX B

EVALUATION

Given a worksheet containing ten statements on methods used by Michigan Woodland Indians to procure food, the learner will distinguish between corrent and incorrect data by writing T (true) or F (false) before each statement. Criteria 80%

The Michigan Woodland Indians:

__T__ used snare traps to trap small animals

__F__ used pit traps to trap large animals

__T__ used spears for large animals

__T__ used bow and arrows

__T__ hands to catch fish

__T__ fish for fertilizer

__F__ did not grow any of their food

__T__ used hoes made of stone, bone and wood

__T__ pumpkin is one of the foods of the Michigan Woodland Indians

__F__ cocoa seeds were grown and eaten by Michigan Woodland Indians

APPENDIX D

WORKSHOP EVALUATION FORM

Workshop Attended _____ Date _____

Your Title _____ Your Project _____

A. State YOUR reason for attending this workshop _____

_____

Was this objective achieved? Largely __ Somewhat __ Little __ Not at all __

B. Did you pick up any IDEAS that you plan to use in your project?

(Circle One) YES NOT SURE NO

C. The one thing I like MOST about the workshop was _____

_____

D. The one thing I liked LEAST about the workshop was _____

_____

E. Presentor's Objectives (What you thought they were)

1) _____

_____

_____ Very __ Somewhat __ Little __ None __

2) _____

_____

_____ Very __ Somewhat __ Little __ None __

3) _____

_____

_____ Very __ Somewhat __ Little __ None __

F. Circle the number in the rating scale below indicating your OVERALL Reaction: 1 2 3 4 5 6 7 8

Poor Fair Good Excellent

G ADDITIONAL COMMENTS on improving similar workshops in the future, i.e., preparedness of presentor(s), apportionment of time to various activities. Supplementary materials, etc. _____

_____

STUDENT = GREEN
PARENT = YELLOW

APPENDIX E

EVALUATION FORM

Saginaw Intermediate School District

Cooperative Project in American Indian Development

CULTURAL AWARENESS ENRICHMENT PROGRAM

1. Rate the following aspects of the program listed below by circling the number (1 = POOR to 4 = EXCELLENT), that best describes each listed part of the program.

	POOR			EXCELLENT
DANCE	1	2	3	4
BASKETRY	1	2	3	4
BEADWORK	1	2	3	4
LEATHER WORK	1	2	3	4
INDIAN COOKING	1	2	3	4

2. Was enough information given about each project to gain knowledge in the American Indian culture relating to it?

	CIRCLE ONE ANSWER FOR EACH AREA	
DANCE	YES	NO
BASKETRY	YES	NO
BEADWORK	YES	NO
LEATHER WORK	YES	NO
INDIAN COOKING	YES	NO

3. Would you recommend each project to other American Indian groups in other regions and state?

	CIRCLE ONE ANSWER FOR EACH AREA	
DANCE	YES	NO
BASKETRY	YES	NO
BEADWORK	YES	NO
LEATHER WORK	YES	NO
INDIAN COOKING	YES	NO

COMMENTS _____

_____

_____

_____

_____

_____

_____

_____